

Dunbar Grammar School Improvement Plan

2022-2023

Dunbar Grammar is a caring community where you
can RISE to be your best

RESPECT INCLUSION SUPPORT EFFORT



East Lothian Education *DRAFT* Priorities Session 2022/23

A relentless focus on raising attainment and improving outcomes for our learners		
Curriculum – Meeting the Needs of All Learners	Wellbeing, Equality and Inclusion	Leadership
<p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.</p> <p>Each school’s curriculum will:</p> <ul style="list-style-type: none"> • reflect a recovery focus • be unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for learners • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing • articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy 	<p>We will:</p> <p>Ensure a universal commitment to inclusive practice.</p> <p>Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p> <ul style="list-style-type: none"> • safeguarding and child protection • attendance and exclusion • meeting the needs of learners with additional support needs <p>Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:</p> <ul style="list-style-type: none"> • from our most deprived areas • looked after and accommodated • those with additional support needs <p>Ensure children’s rights are placed at the heart of everything we do.</p> <p>Work collaboratively with Children’s Services and Communities, as well as other partners to provide</p>	<p>We will:</p> <p>Develop a skilled workforce</p> <ul style="list-style-type: none"> • clearly defined roles and remits at all levels <p>Leadership of Learning</p> <ul style="list-style-type: none"> • professional learning for staff – focus on developing effective pedagogical practice • PTs and DHTs • teachers • ELCC staff • support staff • NQTs • develop the Pedagogy Team • promote professional enquiry <p>Pupil Leadership</p> <ul style="list-style-type: none"> • development of learner voice at school and authority level <p>Head Teacher Leadership and Empowerment</p> <ul style="list-style-type: none"> • strategic governance group

	<p>a holistic approach to getting it right for our learners.</p>	<ul style="list-style-type: none"> • accountability • locality forums with shared accountability to improve engagement, find solutions and improve outcomes
<p>Outcomes</p> <ul style="list-style-type: none"> • raised attainment • reduction in part-time timetables and exclusions • improved attendance and engagement • improved holistic, cross-service support for our learners • highly skilled workforce 		

Key priorities of the 2022 National Improvement Framework and Improvement Plan

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

East Lothian Council Plan 2017-2022**Reducing inequalities within and across communities**

- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy

- Reduce unemployment and improve employability

Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources



DUNBAR GRAMMAR SCHOOL

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INCLUSION

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School Context, Aims, Values

Dunbar Grammar School is a co-educational, non-denominational school situated in rural East Lothian approximately 25 miles from the centre of Edinburgh. The school has an increasing roll, currently at 1080. The school has excellent facilities for students and the local community.

We pride ourselves on being a caring community where all young people can RISE to be their best and our core values of Respect, Inclusion, Support and Effort permeate our school community.

How We Have Consulted with Key Stakeholders

Parents and carers have been consulted via an online survey and also follow up focus interviews (by phone, Google meet and in person)

The student council and parent council have been consulted via meeting discussion

Staff participated in an evaluation and feedback activity during in-service.



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Overview of 2022/23 Priorities

Priority 1 – Leadership of Learning –Developing our collaborative culture to drive forward high quality learning for all

Priority 2 - Curriculum – Reviewing and developing our curriculum to meet the needs of all learners

Priority 3 - Wellbeing, Equality and Inclusion – Ensuring commitment to wellbeing, equality and inclusion across our school community.

PRIORITY 1: Leadership of Learning –Developing our collaborative culture to drive forward high quality learning for all

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Highlight any links to PEF priorities in RED</p> <p>1.1 Create regular opportunities for engaging in collaborative professional learning through:</p> <ul style="list-style-type: none"> • In-service day training for all staff • Professional reading group (PRG) • In house CLPL programme • Establish a support group for staff engaging in practitioner enquiry. <p>1.2 Engage staff in shared classroom experiences and use the peer observation feedback template to facilitate reflection and sharing of good practice.</p> <p>1.3 Evaluate learners experience through:</p> <ul style="list-style-type: none"> • VSE led by the teaching and learning working group. • Regular themed SLT learning walks around the school. • Monitoring at risk students using our SLT data wall and tracking and mon <p>1.4 Develop leadership capacity at all levels to support the development of our collaborative culture, focussed on high quality learning for all by:</p> <ul style="list-style-type: none"> • Collaboratively evaluating our progress against our strategic aims in SLT meetings • Support teacher leadership by promoting staff expertise and engagement in leading T&L workshops and in-service activities. • Engage students in collaborative enquiry focussed on learning. 	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • Curriculum – Meeting the Needs of All Learners • Wellbeing, Equality and Inclusion • Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>Time allocated on Feb and May in-service days for T&L whole school focus. Led by T&L working group with input from all staff.</p> <p>PRG will meet 2/3 times per term starting in August (led by T&L group).</p> <p>SCE for all staff termly. SLT to support implementation and evaluation through SLT meetings</p> <p>Time agreed and set aside in WTA for peer observation and feedback</p> <p>VSE to be carried out prior to the Christmas break</p>	<p>Evaluation of VSE should include a report and action plan to be shared with staff at the February in-service. This will begin to inform future improvement planning for 2023/2024.</p> <p>Feedback from SLT & T&L group discussion will inform further changes of the SCE programme. Evaluation of impact should focus on extent to which SCE supports collaborative professional learning.</p> <p>PRG will seek to enhance our engagement in literature and research. Evidence to inform evaluation will include engagement of staff and/or parents and reflective accounts from group members.</p> <p>Whole staff feedback will be sought on the SCE experience / in-service day content and the overall impact of our collaborative learning on practice.</p> <p>Student engagement in leading aspects of collaborative enquiry will also help to inform our evidence of overall impact towards our strategic aims.</p>

PRIORITY 3: Wellbeing, Equality and Inclusion - Improving our curriculum to meet the needs of all learners across our school community.

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>3.1 Create real opportunities for the Curriculum Working Group and wider staff to discuss and develop a robust Curriculum Rationale for our school through:</p> <ul style="list-style-type: none"> • ELC Circle training 3 hours • Developing RISE values across the school • Monthly meetings of the Curriculum Working Group. • All adults and young people in the school to be leaders, demonstrators and promoters of Respect, Inclusion, Support and Effort. • Using in-service opportunities to discuss and feedback to the wider staff. • Researching and using the context of the school and the wider community to help us develop, promote and sustain an aspirational curriculum. <p>3.2 Fully understand the needs of students</p> <p>2.2 Working more closely with our Primary Colleagues to make sure there is continuity and progression across the curriculum through:</p> <ul style="list-style-type: none"> • Members of the Curriculum Working Group visiting the primary school more often to help deliver the curriculum and secure a better understanding of pedagogy used in a primary setting. This will help with the design of our BGE curriculum. <p>3.3 Increased staff and student leadership across the school</p> <p>2.3 Target work for at risk young people in S3 and S4 to bank qualifications through:</p> <ul style="list-style-type: none"> • Having a bank of resources from a variety of curricular areas that can be used to support at risk students achieving qualifications. • Training for staff on inclusive practice, positive relationships, Respect for all and Rights Respecting schools <p>2.4 Increase pathways within SCQF Level 5 and Level 6 Maths qualifications.</p>	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • Curriculum – Meeting the Needs of All Learners • Wellbeing, Equality and Inclusion • Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> 1: School leadership 2: Teacher professionalism 3: Parental engagement 4: Assessment of engagement 5: Assessment of children's progress 6: School improvement information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership ps • Learning • Relationships 	<p>Curriculum Working Group in-service. 1 month / EP</p> <p>Time allocated and provision of RISE calls by all staff in school</p> <p>IS2 and further arrangements with Primary colleagues (EO) throughout the year.</p> <p>Successful interventions facilitated by Guidance</p> <p>WEI rotating chair and meeting every three weeks starting in August with publication early in the year.</p> <p>Maths department to 2023 time per term development of the curriculum throughout the year</p>	<p>Feedback from the Curriculum Working Group, staff, SLT and other stakeholders will help create a robust Curriculum Rationale. This will lay the foundation for future curriculum design. We will monitor the impact of staff interventions in all classes.</p> <p>Feedback from Primary colleagues and the Curriculum Working Group will help with the development of our national plan as well as future design of our BGE curriculum. This will begin to inform future improvement planning for 2023/2024.</p> <p>Whole staff discussion, feedback and ideas will be collected on in-service day 2 and will inform the direction of the WEI group.</p> <p>RIS group will evaluate staff of at risk students and school with RIS bank of qualifications and across the school community.</p> <p>Improvement in number of students achieving level 5 and level 6 Maths qualifications.</p>

Dunbar Grammar Summarised Improvement Priorities 2022-23

- Priority 1 – Teaching and Learning – Developing our collaborative culture to drive forward high quality learning for all
- Priority 2 - Curriculum – Reviewing and developing our curriculum to meet the needs of all learners
- Priority 3 - Wellbeing, Equality and Inclusion – Ensuring commitment to wellbeing, equality and inclusion across our school community.

School Priority	Links to National Priorities	Links to Local priorities
Teaching and Learning – Developing our collaborative culture to drive forward high quality learning for all	Improve attainment, particularly in Literacy and Numeracy Close the attainment gap between the most and least disadvantaged children	<i>Curriculum Learning Teaching and Assessment</i>
Curriculum – Reviewing and developing our curriculum to meet the needs of all learners	Improve children and young people’s health and well-being	<i>Self-evaluation for self-improvement</i>
Wellbeing, Equality and Inclusion – Ensuring commitment to wellbeing, equality and inclusion across our school community.	Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)	<i>Leadership</i>